2018-19

**COMPREHENSIVE EDUCATIONAL PLAN (CEP)**

DBN: *(i.e. 01M001):*  
28Q358

School Name:  
28Q358

Principal:  
BRENDAN MIMS
Comprehensive Educational Plan (CEP) Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan (CEP)

Section 4: CEP Overview

Section 5: Needs Assessment, Annual Goals, and Action Plans
  - Section 5A Framework for Great Schools Element - Rigorous Instruction
  - Section 5B Framework for Great Schools Element - Supportive Environment
  - Section 5C Framework for Great Schools Element - Collaborative Teachers
  - Section 5D Framework for Great Schools Element - Effective School Leadership
  - Section 5E Framework for Great Schools Element - Strong Family-Community Ties

Section 6: Academic Intervention Services (AIS)

Section 7: Support for Students in Temporary Housing (STH)

Section 8: Title I Program Information

Section 9: Parent and Family Engagement Policy and School-Parent Compact (SPC)
Section 1: School Information Page

School Information

<table>
<thead>
<tr>
<th>School Name:</th>
<th>Middle School 358</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Number (DBN):</td>
<td>28@358</td>
</tr>
<tr>
<td>BEDS Code:</td>
<td>342800010358</td>
</tr>
<tr>
<td>Grades Served:</td>
<td>6th-8th</td>
</tr>
<tr>
<td>School Address:</td>
<td>88-08 164th Street</td>
</tr>
<tr>
<td>Phone Number:</td>
<td>718-558-6240</td>
</tr>
<tr>
<td>Fax:</td>
<td>718-558-6245</td>
</tr>
<tr>
<td>School Contact Person:</td>
<td>Brendan T. Mims</td>
</tr>
<tr>
<td>Email Address:</td>
<td><a href="mailto:Bmims2@schools.nyc.gov">Bmims2@schools.nyc.gov</a></td>
</tr>
<tr>
<td>Principal:</td>
<td>Brendan T. Mims</td>
</tr>
<tr>
<td>UFT Chapter Leader:</td>
<td>Devin Barbee</td>
</tr>
<tr>
<td>Parents’ Association President:</td>
<td>Barbara Williams</td>
</tr>
<tr>
<td>SLT Chairperson:</td>
<td>NavihaPaz</td>
</tr>
<tr>
<td>Title I Parent Representative (or Parent Advisory Council Chairperson):</td>
<td>Nicole Fisher</td>
</tr>
<tr>
<td>Student Representative(s):</td>
<td>N/A</td>
</tr>
<tr>
<td>CBO Representative:</td>
<td>N/A</td>
</tr>
</tbody>
</table>

District Information

| Geographical District: | 28 |
| Superintendent: | Mabel Sardu |
| Superintendent’s Office Address: | 90-27 Sutphin Boulevard |
| Superintendent’s Email Address: | msardu@schools.nyc.gov |
| Phone Number: | 718-557-2618 |
| Fax: | 718-557-2623 |

Field Support Center (FSC)
<table>
<thead>
<tr>
<th>Queens</th>
<th>Marlene Wilks</th>
</tr>
</thead>
<tbody>
<tr>
<td>FSC:</td>
<td>Executive Director:</td>
</tr>
<tr>
<td></td>
<td>82-01 Rockaway Boulevard N.Y. 11416</td>
</tr>
<tr>
<td>Executive Director’s Office Address:</td>
<td><a href="mailto:mwilks@schools.nyc.gov">mwilks@schools.nyc.gov</a></td>
</tr>
<tr>
<td>Executive Director’s Email Address:</td>
<td>917-520-6743</td>
</tr>
<tr>
<td>Phone Number:</td>
<td>718-281-3509</td>
</tr>
<tr>
<td>Fax:</td>
<td></td>
</tr>
</tbody>
</table>
Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent and Family Engagement Policy and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with Chancellor’s Regulation A-655, available on the New York City Department of Education (NYCDOE) website.

Directions:
1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. SLT members should review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Constituent Group Represented</th>
<th>Signature (Blue Ink)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brendan T. Mims</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Devin Barbee</td>
<td>*UFT Chapter Leader or Designee</td>
<td></td>
</tr>
<tr>
<td>Barbara Williams</td>
<td>*PA/PTA President or Designated Co-President</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>DC 37 Representative (staff), if applicable</td>
<td></td>
</tr>
<tr>
<td>Nicole Fisher</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>CBO Representative, if applicable</td>
<td></td>
</tr>
<tr>
<td>Lawrence Beckwith</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Chante Gaines</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Tanya Easter</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
<td>Signature (Blue Ink)</td>
</tr>
<tr>
<td>-----------------------</td>
<td>--------------------------------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>Naviha Ponce Paz</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Malawi Bracey</td>
<td>Member/Teacher</td>
<td></td>
</tr>
<tr>
<td>Jacqueline Rodriguez</td>
<td>Member/Teacher</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Member/</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Member/</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Member/</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Member/</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Member/</td>
<td></td>
</tr>
</tbody>
</table>
The Comprehensive Educational Plan (CEP) is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, families, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development aligned with the school’s state accountability and New York City’s Equity and Excellence for All: Diversity in New York City Public Schools, Strong Schools, Strong Communities, and Framework for Great Schools.

**Equity and Excellence for All: Diversity in New York City Public Schools**

The New York City Department of Education (NYCDOE) is committed to supporting learning environments that reflect the diversity of New York City. NYCDOE believes all students benefit from diverse and inclusive schools and classrooms where all students, families and school staff are supported and welcomed. This work is essential to our vision of Equity and Excellence for all NYC students. The research is clear – that all students benefit from diverse, inclusive schools and classrooms. The Equity and Excellence for All initiative is already improving the quality of our schools, making them more attractive to a broader range of students. Through comprehensive educational planning informed by Equity and Excellence for All, schools will continue to work to fulfill the promise of diversity in New York City Public Schools for our families and students.

**Strong Schools, Strong Communities**

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a report, entitled Strong Schools, Strong Communities: A New Approach to Supporting New York City’s Public Schools and All of Our Students.

**The Framework for Great Schools and CEP Development**

The Framework for Great Schools encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement activities and strategies that improve outcomes for students.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Framework for Great Schools identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of Chancellor’s Regulations A-655, all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans that align with
the first five elements of the Framework for Great Schools (listed below). The sixth element, Trust, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

<table>
<thead>
<tr>
<th>The Six Elements of the Framework for Great Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Rigorous Instruction:</strong> Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.</td>
</tr>
<tr>
<td><strong>Supportive Environment:</strong> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.</td>
</tr>
<tr>
<td><strong>Collaborative Teachers:</strong> Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.</td>
</tr>
<tr>
<td><strong>Effective School Leadership:</strong> Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.</td>
</tr>
<tr>
<td><strong>Strong Family-Community Ties:</strong> School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.</td>
</tr>
<tr>
<td><strong>Trust:</strong> Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.</td>
</tr>
</tbody>
</table>

The Quality Review and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, school communities should engage in improvement planning that is also informed by the NYCDOE’s Quality Review Indicators and other quantitative and qualitative data.

NYCDOE’s Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to school practice, with the ultimate goal of impacting student achievement. The Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
III. Systems for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

School Quality Guide

The School Quality Guide is an important part of the New York City Department of Education’s (NYC DOE’s) efforts to set expectations for schools and promote school improvement. The report is designed to assist educators to accelerate academic achievement toward the goal of career and college readiness for all students. The report is also available to families and other members of the community who wish to obtain detailed information about a school’s practices and performance. The School Quality Guide includes a mixture of qualitative and quantitative information. For the quantitative information, the report provides multiple years of data, which shed light on trends over time. The report also provides context for the school’s quantitative data by including comparisons to the performance of similar schools and all schools citywide. The report includes school-specific targets for each quantitative metric, set based on the historical performance of similar schools and all schools citywide.

Title I Requirements and Strengthening Title I Parent Involvement
Title I schools are subject to the Every Student Succeeds Act (ESSA) requirements regarding school accountability, professional development, and parent and family engagement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students’ academic outcomes, all Title I schools are required to establish a Title I Parent Committee that will serve as the consultative and representative body for all Title I parents in the school to provide voice into the administration and spending of Title I funds. Title I parents may choose to establish:

- a Title I parent subcommittee of the existing Parent Association (PA)/Parent-Teacher Association (PTA) or;
- a Title I Parent Advisory Council (PAC)

It is recommended that the Title I Chairperson (or alternate representative) attends all regular meetings of the School Leadership Team (SLT). The SLT is responsible for facilitating consultation with the Title I parent committee regarding the joint development of the CEP, Parent and Family Engagement Policy, School Parent Compact (SPC) and the use of the 1% parent involvement set-aside in Title I schools. Title I parent must be consulted regarding the use of the Title I 1% budget. The Title I 1% set-aside is used to supplement parent and family activities as described in the school’s Parent and Family Policy and must be aligned with student achievement goals as outlined in the CEP. For additional guidance on establishing a Title I Parent Committee click here.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of Chancellor’s Regulations A-655.
- **Step 2:** Conduct a comprehensive needs assessment informed by the school’s updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school’s current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you’ve identified, and will help your school community know when you’ve reached your goal.
- **Step 4:** Build consensus around strategies, activities, and programs to address students’ needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school’s AIS section and complete the Students in Temporary Housing section. Title I schools must also update the Parent and Family Engagement Policy and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

**Section 4: CEP Overview**

1. What is your school’s mission statement?

At MS 358, we believe that students learn best when they are able to apply their learning to real-life situations and problems. When students have opportunities to access learning (content) and transfer that knowledge to the appropriate setting (context) it is evident that new learning has taken place. We believe that this new learning that students experience is best communicated in the following ways through our 3P learning philosophy, “Passionate speaking, Purposeful writing, and Powerful presentations.”
MS 358’s instructional focus for 2018-2019 is, “If teachers design lessons and deliver instruction that incorporates “Purposeful writing” activities and opportunities for “Passionate speaking” then students will be able to make their thinking and reasoning visible through writing, speaking and other work products. Our mission is to ensure that students graduate on or above grade level, having mastered essential learning standards as identified by the school and that they use core values to lead successful, meaningful lives.

When students are able to articulate new learning, to convey their thinking, through passionate speaking, it is evident that they grasp key concepts and content. Using language appropriately, applying content in the correct context and demonstrating the use of technical vocabulary in specific disciplines are key indicators of academic success.

At MS 358 we believe in engaging students in purposeful writing as an effective strategy through which students can write to learn. When students develop their ideas, apply critical thinking to express new learning through writing skills and incorporating writing to learn enables students to experiment every day with written language and increase their fluency and mastery of written conventions.

2. Provide contextual information about your school’s community and its unique/important characteristics, including a description of strategic collaborations/partnerships and/or special initiatives being implemented.

Middle School 358 is located in district 28 at 88-08 164th Street in Jamaica, New York. For the 2017-2018 school-year a portion of seats were zoned and the remaining seats were unscreened. All seats were occupied by former 5th grade students throughout district 28. Prior to designing the school, the principal analyzed district trends in English Language Arts (ELA) and Math scores for 5th grade students. The district was divided into three sections, the north, central, and south. Looking at the 5th grade ELA scores from each geographic section of the district formed the school’s theory of action. The average 5th grade ELA score in the north was 2.89, in the central section it was 2.67 and in the south it was 2.00. Since all students in the district applied to M.S. 358 literacy is an important part of the instructional program at MS 358.

Our key area of focus is literacy, promoting students to have high quality discussions and integrating art through core subject areas. Collaborative Teachers during the 2017-2018 school year was an element from the Framework for Great Schools that was a strength. Teachers participated in inter-visitations, inquiry work, and led committees to support one another and building teacher capacity.

At MS 358, we believe in supporting student learning through rigorous instruction that incorporates passionate speaking, purposeful writing, powerful presentations, and digital literacy through STEAM. We believe in providing a safe, nurturing environment that supports growth in which all students take intellectual risks, think critically and work collaboratively to solve real world problems or conduct research. As future leaders of the 21st century, our students will purposefully engage the local community, parents, and stakeholders as they progress on the continuum of college and career readiness and beyond.

Partnerships that will support the mission and theory of action, are as follows:

Queens Library Merrick branch- This partnership will support literacy and parent-student partnership through reading. All students at M.S. 358 will receive a library card from the Queens Library during the first month of the school year.

AR Reader- This partnership will support literacy and increasing student’s Lexile levels by offering students the opportunity to read and assess themselves on books that they choose to read based on their current reading levels.

Materials for the Arts- This partnership will support the integration of Art in core subjects and support Science, Technology, Engineering, Arts and Math instruction.
Middle School Quality Initiative- Chancellor’s initiative that supports literacy and building capacity of schools and inter-visitations between schools. Students will also participate with MSQI science fairs and MSQI debates to promote high quality discussions.

Harmony Program- This partnership supports music instruction for students and supports Art being a focus at MS358.

Debate Team – Students participate in the Queens Borough Field Center’s debate league in which they use evidence to support or refute a topic. This program supports high quality discussions and is aligned with the school’s mission and instructional focus.

CHAMPS - An initiative of the New York City Department of Education that promotes physical activity among children going through the critical years of middle school.

CUNY Tutor Corps in Math and Computer Science - The CUNY Tutor Corps in Math and Computer Science brings students from CUNY colleges into classrooms, helping them become highly effective tutors and teaching assistants in the mathematics and computer science classrooms while supporting and engaging students in learning through group and one-on-one tutoring sessions.

Blue Engine Teaching Apprentice – A program that brings together teams of teachers to re-imagine the classroom experience for all students, resulting in dramatic gains in academic achievement and diverse groups of apprentice teachers prepared for success in the classroom. Blue Engine Teaching Assistants (BETAs) work alongside teachers for a school year to support teaching a more rigorous academic curriculum that equips students with the college ready skills in mathematics, literacy, and social cognition.

3. Describe any special student populations and what their specific needs are.

There are 130 entering 6th grade students, and 135 7th grade students and 125 8th grade students for September 2018. 74 students with Individualized Education Programs (IEPs) and 95 students are English Native Speakers (ELLs). Based on the average percentage of ELLs and Students with Disabilities (SWDs) in district 28, 10.9% and 15.3% respectively, M.S. 358 will have a higher ELL and SWD population.

Based on the needs of the district, evidenced by the range of 5th Grade ELA Proficiency from 2.00-2.89, and based on a projected population of ELLs and SWDs above the district average, a literacy focus for MS 358 will support all learners. These sources of data informed the theory of action for the school, “purposeful writing and passionate speaking.”

4. Identify the elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

As we enter our fourth year and grow additionally with new students and staff, our goal is to continuously be committed to the success and improvement of our classrooms and school. By supporting students, teachers and staff through visible leadership and establishing a positive school culture, this year, we made the most progress in the areas of Collaborative Teachers and Effective School Leadership. We will continue to nurture professional growth of teachers and staff offering relevant and applicable cycles of learning and offering feedback that drives student achievement.

Our key areas of focus for this school year will be to further develop our family-community ties by working with families and offering them expanded community resources. Our goal is to establish partnerships with 1-2 additional organizations such as the local YMCA, and encourage connections with our families to support their needs. We will also continue to strive to make progress in the area of student trust, working with organizations that will help teachers through professional learning, with strategies that foster positive relationships.
### School Demographics and Accountability Snapshot for 28Q358

#### School Configuration (2018-19)

<table>
<thead>
<tr>
<th>Grade Configuration</th>
<th>Total Enrollment (2017-18)</th>
<th>SIG Recipient (Y/N)</th>
</tr>
</thead>
<tbody>
<tr>
<td>06,07,08</td>
<td>381</td>
<td>No</td>
</tr>
</tbody>
</table>

#### English Language Learner Programs (2018-19)

- **Transitional Bilingual**: N/A
- **Dual Language**: N/A
- **Self-Contained English as a Second Language**: N/A

#### Special Education Programs/Number of Students (2015-16)

- **# Special Classes (ELA)**: 6
- **# SETSS (ELA)**: 4
- **# Integrated Collaborative Teaching (ELA)**: 12
- **# Special Classes (Math)**: 6
- **# SETSS (Math)**: 2
- **# Integrated Collaborative Teaching (Math)**: 12

#### Types and Number of Special Classes (2018-19)

- **# Visual Arts**: 10
- **# Music**: 5
- **# Drama**: 1
- **# Dance**: N/A
- **# Music**: N/A
- **# CTE**: N/A

#### School Composition (2017-18)

<table>
<thead>
<tr>
<th>% Title I Population</th>
<th>% Attendance Rate</th>
<th>% Free Lunch</th>
<th>% Reduced Lunch</th>
<th>% Limited English Proficient</th>
<th>% Students with Disabilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>89.0%</td>
<td>84.0%</td>
<td>78.5%</td>
<td>84.0%</td>
<td>15.7%</td>
<td>18.9%</td>
</tr>
</tbody>
</table>

#### Racial/Ethnic Origin (2017-18)

<table>
<thead>
<tr>
<th>% American Indian or Alaska Native</th>
<th>% Black or African American</th>
<th>% Hispanic or Latino</th>
<th>% Asian or Native Hawaiian/Pacific Islander</th>
<th>% White</th>
<th>% Multi-Racial</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.5%</td>
<td>23.4%</td>
<td>41.5%</td>
<td>21.5%</td>
<td>2.6%</td>
<td>5.0%</td>
</tr>
</tbody>
</table>

#### Personnel (2015-16)

- **Years Principal Assigned to School**: 3.26
- **# of Assistant Principals**: 2
- **% of Teachers with No Valid Teaching Certificate**: 0%
- **% Teaching Out of Certification**: 71%
- **% Teaching with Fewer Than 3 Years of Experience**: 14%
- **Average Teacher Absences**: N/A
- **% Hispanic or Latino**: 78.5%
- **% Black or African American**: 18.9%
- **% Multi-Racial**: 3.0%
- **% Male**: 51.7%
- **% Female**: 48.3%
- **% Students with Disabilities**: 18.9%
- **% Title I Population**: 89.0%
- **% Limited English Proficient**: 15.7%
- **% Special Students**: 18.9%
- **% Economically Disadvantaged**: 18.9%
- **% Students w/ Advanced Designation**: N/A
- **% Transgender**: N/A

#### Overall NYSED Accountability Status (2018-19)

- **Science Performance at levels 3 & 4 (4th Grade)**: N/A
- **Mathematics Performance at levels 3 & 4**: N/A
- **ELA Performance at levels 3 & 4**: N/A
- **ELA Performance at levels 3 & 4 (4th Grade)**: N/A
- **Mathematics Performance at levels 3 & 4 (8th Grade)**: N/A
- **Science Performance at levels 3 & 4 (8th Grade)**: N/A
- **Student Performance for Elementary and Middle Schools (2017-18)**: N/A
- **Student Performance for High Schools (2016-17)**: N/A
- **Overall NYSED Accountability Status**: N/A
- **Recognition**: N/A
- **Local Assistance Plan**: N/A
- **Focus School Identified by a Focus District**: N/A
- **Focus Subgroups**: N/A

### Adequate Yearly Progress (AYP) (YSH = Yes Safe Harbor)

#### Elementary/Middle School

- **American Indian or Alaska Native**: N/A
- **White**: N/A
- **Hispanic or Latino**: N/A
- **Students with Disabilities**: YES
- **Economically Disadvantaged**: YES

#### High School

- **American Indian or Alaska Native**: N/A
- **Hispanic or Latino**: N/A
- **White**: N/A
- **Students with Disabilities**: N/A
- **Economically Disadvantaged**: N/A
Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5A – Framework for Great Schools Element – Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

<table>
<thead>
<tr>
<th>Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>What are the school’s strengths relative to this Framework element?</strong> Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>2. <strong>What is the priority need(s) that will be addressed in the goal and action plan for this Framework element?</strong> Indicate the data trends, source and year.</td>
</tr>
</tbody>
</table>

Based on the information in the overview, and the need that is evident for M.S. 358 in the Capacity Framework element of Rigorous instruction is high quality students discussions.

Looking at the School Environment Survey from 2018-2019 and observation evidence, students need more support with having high quality conversations with one another.

The MS 358 Instructional Cabinet will need to meet frequently to evaluate the effectiveness of questioning, discussion techniques, and scaffolds used in all subject areas to ensure that students have opportunities to engage in high quality discussions.

MS 358’s teachers will need to participate in inquiry cycles to identify which discussion techniques, scaffolds, and questioning strategies support students with having high quality discussions.

MS 358 teachers will need training with Project Based Learning to support writing Project Based Units of study and tasks.

Part 2 – Annual Goal

<table>
<thead>
<tr>
<th>Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.</th>
</tr>
</thead>
<tbody>
<tr>
<td>By June 2019, 20% of students will increase one performance level with Project Based Learning tasks evidenced by the comparison of their performance levels from unit 1 and unit 4 tasks, as measured by the Buck Institute for Education Project Design Rubric.</td>
</tr>
</tbody>
</table>
Part 3a – Action Plan

<table>
<thead>
<tr>
<th>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</th>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
</table>
| - Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.  
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). | Teachers and all students | September-January 2019 | Assistant Principal |
| Teachers will participate in common planning time to design lessons with scaffolds, techniques, strategies and DOK level 1-4 questions to support critical thinking and project based learning. | Students | September - June 2019 | Instructional Coach |
| Teachers will revise tasks to include project based learning activities to give students learning opportunities. | Students | September - June 2019 | Technology teacher and ELA Teachers |
| Students will use AR at school and at home to support interdisciplinary reading. | Students | September - June 2019 | ELA Teachers |
| The instructional coach will support teachers with planning and delivering instruction. | Students | September - June 2019 | Consultant |
| Teachers will participate in Project Based Learning professional learning from the Buck Institute of Education. | Students | September - June 2019 | Lead Teacher |
| Teachers will have job-embedded professional learning with a Buck Institute for Education coach to support implementation. | Teachers | September 2018 and May 2019 | Assistant Principal |
| Magnet Resource Specialist and Magnet Coordinator will lead common planning time sessions to support PBL implementation. | Teachers | September 2018- June 2018 | Magnet Resource Specialist and Magnet Coordinator |
The instructional cabinet will analyze data to monitor achievement gaps between students with disabilities, English language learners and their peers. This data will inform RTI (response to intervention) exclusively with Tiers 1 and 2.

Workshops will be conducted for parents during Parent Association meetings and on Tuesday afternoons. These workshops will provide parents with strategies for supporting students with engaging in project-based learning.

### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Rigorous Instruction and New York State standards in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

With the support of our Parent Coordinator, we will make parents aware of specific parent engagement time wherein individual or group conferences related to their child’s learning can take place in addition to informative workshops related to Pupil Path, reading strategies, and other resources available to support student learning. Through the use of interpretation services, we will effectively communicate with limited English speaking parents and notify parents of ways to arrange to make appointments, participate and volunteer in their child’s class and yearly activities.

### Part 4 – Budget and Resource Alignment

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

The resources provided in Tax Levy, Fair student funding, will support M.S. 358 achieving this goal for rigorous instruction. Tax Levy, Fair student funding, will support teacher salaries and common planning time being built into all teachers’ schedules. This funding will be used for teachers to design lesson plans, unit plans, and designing assessments.

Title I SWP will support professional development for questioning, scaffolding, and techniques to support teachers deliver instruction to promote high-quality writing.

MSQI funding will support using debate as a vehicle to support students with having evidence-based, high-quality discussions.

Magnet School Assistance Program funding will support professional learning, instructional resources, and project-based learning training and coaching opportunities.

**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

|   | Tax Levy |   | Title I SWP |   | Title I TA |   | Title II, Part A |   | Title III, Part A |   | Title III, Immigrant |   |
|---|---|---|---|---|---|---|---|---|---|---|---|
| X |   |   |   |   |   |   |   |   |   |   |

### Part 5 – Progress Monitoring

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By February 2019, there will be a 10% increase of student proficiency on Project Based Learning Tasks evidenced by the Buck Institute for Education's Project Design Rubric when comparing Unit 1 with Unit 2.

<table>
<thead>
<tr>
<th><strong>Part 5b.</strong> Indicate the specific instrument of measure that is used to assess progress. (e.g. Performance Series, January Regents, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Buck Institute for Education Project Design Rubric</td>
</tr>
</tbody>
</table>

| **Part 5c.** In February 2019, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable. |
Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5B – Framework for Great Schools Element – Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What are the school’s strengths relative to this Framework element?</td>
<td>Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element?</td>
<td>Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>3. What policies, practices, and structures are in place to ensure you are supporting the whole child?</td>
<td>Based on the information in the overview and communicating with parents about students and surveying students, an area of need for M.S. 358 in the Framework for Great Schools element of Supportive Environment is with supporting students with making good decisions in social contexts. Our students have been challenged with decision making and students need time in small groups with teachers to inform their ability to make good choices. Our students will be oriented to the high school admissions process and exposed to careers through our advisory program and instruction anchored by the 7 Habits of Highly Effective People. Students will participate in restorative circles to support building community and making good decisions. Teachers will need to meet frequently to discuss infusing restorative circles into the advisory curriculum Teachers will need to collaborate and share anecdotal evidence for student behavior The Principal will need to identify opportunities for students and teachers to interact outside of the school curriculum Teachers will need to create an incentive program to promote positive behavior Teachers will need professional learning opportunities with connecting to adolescents The school will need a partnership with a Community Based Organization to support Restorative approaches Teachers will need training with restorative approaches.</td>
</tr>
</tbody>
</table>

Part 2 – Annual Goal

<table>
<thead>
<tr>
<th>Goal</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.</td>
<td>By June 28, 2019 all students will participate in the Leader in Me Program through advisory clubs and address equity and implicit bias, as measured by 75% of students increasing one level of rating for at least 3 Habits of Highly Effective People as evidence by the Pre and Post survey for the Leader in Me program.</td>
</tr>
</tbody>
</table>
### Activities/Strategies

Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>September 2018- June 2019</td>
<td>Principal and Lead Teachers</td>
</tr>
</tbody>
</table>

Advisory will meet twice a week and The Leader in Me curriculum will be implemented to support students with decision making and leadership. The 7 Habits of Highly Effective People:

1. **Be Proactive** - Take responsibility for your life
2. **Begin with the end in mind** - Define your mission and goals in life
3. **Put first things first** - Prioritize, and do the most important things first
4. **Think win-win** - Have an everyone-can-win attitude
5. **Seek first to understand, then to be understood** - Listen to people sincerely
6. **Synergize** - Work together to achieve more
7. **Sharpen the saw** - Renew yourself regularly

The school will have monthly assemblies to celebrate students who are having success.

Teachers will participate in professional development for the Leader in Me curriculum.

Students will participate in equity and implicit bias lesson during advisory.

| Students | September 2018- June 2019 | Advisory Point person and Teachers |
| All students will participate in The Leader in Me curriculum. In addition, students with disabilities counseling goals, management needs and Behavior Intervention Plans will be reviewed and updated | Teachers and students | September 2018- June 2019 | Teachers |
| Families will be invited to attend workshops and to attend student led conferences. | Families | September 2018- June 2019 | Principal and Teachers |

3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Supportive Environment in order to support the whole child? Include the timeline and identify key personnel and stakeholders responsible for implementation and oversight.

The parent coordinator and community associate will survey parents to identify family needs at home. The school will partner with Community Mediation Services and other Community Based Organizations to provide training and workshops.

Part 4 – Budget and Resource Alignment

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Tax Levy, Fair student Funding will support teacher salaries and the programming of advisory during the instructional day to provide a supportive environment for students.

**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th></th>
<th>Title I SWP</th>
<th></th>
<th>Title I TA</th>
<th></th>
<th>Title II, Part A</th>
<th></th>
<th>Title III, Part A</th>
<th></th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>C4E</td>
<td></td>
<td>21st Century Grant</td>
<td></td>
<td>SIG</td>
<td></td>
<td>PTA Funded</td>
<td></td>
<td>In Kind</td>
<td></td>
<td>Other</td>
</tr>
</tbody>
</table>

Part 5 – Progress Monitoring

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By February 2019, 50% of students will increase in one level on the "Are your Habits on fire" survey.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

School survey

**Part 5c.** In February 2019, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
**Section 5: Needs Assessment, Annual Goals, and Action Plans**

**Section 5C – Framework for Great Schools Element – Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

**Part 1 – Needs Assessment**

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

Teachers at M.S. 358 have demonstrated success in the Framework for Great School’s element **Collaborative Teachers** through participating in common planning time to align lessons and units to CCLS. Teacher teams are also beginning to look at student work and discuss trends in student performance. Intervisitations are a part of our school culture that has supported adult learning. One area that is a need for MS 358 is to increase opportunities for teachers to work collaboratively with one another.

Teachers will need to have established protocols for looking at student work

Teachers will need to establish norms for intervisitation

Teachers will need to establish a protocol for intervisitation

Teachers will need support with debriefing intervisitations and discussing evidence

The Principal will need to train teachers on low-inference note taking

The Principal will need to model invitational inquiry questions.

**Part 2 – Annual Goal**

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2019, all teachers will collaborate to design coherent instruction for one Project Based Learning unit of study for each grade to improve teacher practice in 1e designing coherent instruction, measured by 50% of teachers increasing one performance rating evidenced by the comparison of the September 2018 and June 2019 ratings, as measured by the Danielson Framework for Teaching rubric.
### Part 3a – Action Plan

<table>
<thead>
<tr>
<th>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.</td>
</tr>
<tr>
<td>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>September 2018-June 2019</td>
<td>Principal and Lead Teachers</td>
</tr>
<tr>
<td>Teachers</td>
<td>September 2018-June 2019</td>
<td>Assistant Principal and Magnet positions</td>
</tr>
<tr>
<td>Teachers</td>
<td>September 2018-June 2019</td>
<td>Principal and Instructional Coach</td>
</tr>
<tr>
<td>Teachers</td>
<td>September 2018-June 2019</td>
<td>Teachers</td>
</tr>
<tr>
<td>Teachers</td>
<td>September 2018-June 2019</td>
<td>Teachers</td>
</tr>
</tbody>
</table>

- Teachers will utilize common planning time to work productively on aligning lesson plans and unit plans to CCLS. Common planning is every day for teachers. 7th grade period 4, 6th grade period 5 and 8th grade period 6.

- The magnet resource specialist will lead planning sessions to support structured professional learning.

- The instructional coach will conduct professional learning opportunities for sharing practice during prep periods to support intervisitiation.

- The principal will model and support teachers with collecting low inference evidence prior to each cycle of intervisitiation.

- Teachers will analyze student work through a protocol Tuesday afternoons from 3:25pm-3:55pm. Students trends and patterns will support curriculum revisions.
Teachers of students with disabilities and English Language Learners will participate in professional learning sessions and team meeting sessions. In addition, each professional learning session will address strategies for students with disabilities and English Language Learners. Teachers will also participate in inter-visitations so that the general education, special education, and ESL teachers can observe the best practices of their colleagues.

<table>
<thead>
<tr>
<th>Teachers</th>
<th>September 2018-June 2019</th>
<th>Instructional coach and teachers</th>
</tr>
</thead>
</table>

The Goal is not applicable to parents

N/A N/A N/A

### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Collaborative Teachers and strategies to promote teacher-parent/family collaborations in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

The parent coordinator, community associate and advisory teachers will facilitate workshops for parents to orient them to project based learning.

September-October- Parent Coordinator will offer workshops for parents and families to inform them about project based learning.

November-December- Advisors will offer a back to school night with Project Based learning activities for parents to experience project based learning.

January-April- Parents will be invited to do an instructional walk to observe project based learning in action.

May-June Parent Coordinator and Community Associate will issue a survey to parents to evaluate our plan for engaging parents in project based learning.

### Part 4 – Budget and Resource Alignment

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Tax Levy source of funding will support collaborative teachers with salaries and having common planning time.

**Part 4b.** Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

| X | Tax Levy | X | Title I SWP | || Title I TA | || Title II, Part A | || Title III, Part A | || Title III, Immigrant |
|---|---------|---|------------|-------------|---|------------|-------------|---|------------|-------------|---|
|   | C4E     |   | 21st Century Grant | || SIG | || PTA Funded | || In Kind | || Other |

### Part 5 – Progress Monitoring

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By January 2019, 25% of teachers will increase one performance level in 1e designing coherent instruction evidenced by the comparison of the September 2018 and January 2019 ratings, as measured by the Danielson Framework for Teaching rubric.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

Danielson Framework for Teaching rubric

**Part 5c.** In February 2019, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
**Section 5: Needs Assessment, Annual Goals, and Action Plans**

**Section 5D – Framework for Great Schools Element – Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

**Part 1 – Needs Assessment**

| Q1: What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year. |
| Q2: What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year. |

| Based on the School Environment Survey, program coherence, and monitoring the quality of curricula and instructional decisions will support the school as it grows. As the school transitions into its second year at full capacity in 2018-2019 having a structure to support instructional decisions and curricula will ensure alignment of resources and the impact that programs have on student achievement and teacher practice. |

**Part 2 – Annual Goal**

| Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. |
| By June 2019, school leaders will provide 3 cycles of Professional Learning resulting in 75% of teachers increasing one performance rating in 3c: engaging students in learning evidenced by the comparison of the September 2018 and June 2019 ratings as measured by the Danielson Framework for Teaching rubric. |
### Part 3a – Action Plan

**Activities/Strategies:** Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is the start and end date?</td>
<td>Who is responsible for implementing and overseeing the activity/strategy?</td>
<td></td>
</tr>
</tbody>
</table>

---

**Teacher leaders will engage in cycles of learning to build capacity with emotional intelligence**

- Teachers will engage in professional learning on research based approaches to supporting school quality efforts with scholarly articles.
- The School Quality Committee will analyze baseline and benchmark assessment of different subgroups.
- The School Quality Committee will communicate results to parent leaders to increase transparency of school programs and impact.

### 3b – Parent and Family Engagement

**How will your school engage parents/families and support their understanding of Effective School Leadership and strategies to promote parent leadership and engagement in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.**

We will promote parent leadership and engagement through various workshops and meetings, including monthly PTA meetings, that provide strategies to parents on various school-related topics. Our Parent Coordinator along with teachers, guidance counselor and administrative staff, will lead or work with organizations to provide informative sessions related to student success.
Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Tax Levy money will support per session for teachers if School Quality Committee meetings take place after school hours.

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th></th>
<th>Title I SWP</th>
<th></th>
<th>Title I TA</th>
<th></th>
<th>Title II, Part A</th>
<th></th>
<th>Title III, Part A</th>
<th></th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>21st Century Grant</td>
<td></td>
<td>SIG</td>
<td></td>
<td>PTA Funded</td>
<td></td>
<td>In Kind</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>C4E</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Other</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By February 2019, 40% of teachers will have an increase in one performance rating on 3c: engaging students in learning, evidenced by the comparison of the September 2018 and February 2019 ratings, as measured by the Danielson Framework for Teaching rubric.

Part 5b. Indicate the specific instrument of measure that is used to assess progress.

Danielson Framework for Teaching rubric

Part 5c. In February 2019, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
**Section 5: Needs Assessment, Annual Goals, and Action Plans**

**Section 5E – Framework for Great Schools Element – Strong Family and Community Ties:** The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

**Part 1 – Needs Assessment**

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What are the school’s strengths relative to this Framework element?</td>
<td>Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element?</td>
<td>Indicate the data trends, source and year.</td>
</tr>
</tbody>
</table>

Based on the School Environment survey, attendance at PTA meetings, parental involvement at school wide events is an area of need. During Parent Teacher conferences, 70% of parents were present and during Student led Conferences, 95% of parents attended. MS 358 has had success with parental involvement during events that connect to academic progress monitoring. With Project based learning as our approach to teaching and learning, we need to engage parents through workshops to educate them on this cutting-edge approach to learning.

**Part 2 – Annual Goal**

<table>
<thead>
<tr>
<th>Goal</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>By June 2019, all students will have a parent or family member attend</td>
<td>By June 2019, all students will have a parent or family member attend a student led-conference and three other events (ex. PTA meeting, back to school night, parent workshop) evidenced by parent attendance logs.</td>
</tr>
</tbody>
</table>
**Part 3a – Action Plan**

| Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: | Target Group(s) | Timeline | Key Personnel
| - Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change. | Teachers, Students, Principal, Parents | September 2018- June 2019 | Chair of Family Engagement Committee and Parent Coordinator |
| - Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). | Teachers, Students, Principal, Parents | September 2018- June 2019 | Chair of Family Engagement Committee and Parent Coordinator |

Teachers, parent leaders, and the principal will conduct trainings on researched based methods from Mapp and Epstein to increase parental involvement.

A parent survey will be issued at the beginning of the school year to inquire which times parents would most likely be available to participate in school activities.

Partnering with Community Based Organizations to market and support parental involvement and strategies that have been successful.

Project based learning workshops for parents to orient them to the engineering design process.

**3b – Parent and Family Engagement**

If any, list the Community Based Organizations or other partnerships that support parent/family and community engagement. Indicate with N/A if not applicable.

We have established partnership with different organizations that offer family support and community engagement in several ways. Community Mediation Services (CMS) offers individual and family counseling to children and adults. Our partnership with New Victory offers dance and fitness workshops for parents and families.

**Part 4 – Budget and Resource Alignment**

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Tax Levy money will support per session for teachers if School Quality Committee meetings take place after school hours.

**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

<table>
<thead>
<tr>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>21st Century Grant</td>
<td>SIG</td>
<td>PTA Funded</td>
</tr>
<tr>
<td></td>
<td>C4E</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2018-19 CEP
### Part 5 – Progress Monitoring

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By February 2019, 75% of family representatives will have attended two or more school events for the year.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

Attendance logs

**Part 5c.** In **February 2019**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
Section 6: Academic Intervention Services (AIS)  
*(Required for All Schools)*

**Directions:** Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services (For additional guidance, refer to NYSED’s memo.)</th>
<th>Type of program or strategy (e.g. repeated readings, interactive writings, etc.)</th>
<th>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</th>
<th>When the service is provided (e.g. during the school day, before or after school, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts (ELA)</td>
<td>Based on teacher anecdotal evidence, course assessments and baseline assessments</td>
<td>Close readings and AR reader and IXL computer technology strategy</td>
<td>Small group and/or one to one</td>
<td>Tier 3 intervention Before school and after school</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Based on teacher anecdotal evidence, course assessments and baseline assessments</td>
<td>Blended learning computer technology strategy</td>
<td>Small group and/or one to one</td>
<td>Tier 3 intervention Before school and after school</td>
</tr>
<tr>
<td>Science</td>
<td>Based on teacher anecdotal course assessments and baseline assessments</td>
<td>Blended learning and computer technology for science support.</td>
<td>Small group and/or one to one</td>
<td>Tier 3 intervention Before school and after school</td>
</tr>
<tr>
<td>Social Studies</td>
<td>Based on teacher anecdotal course assessments and baseline assessments</td>
<td>Close readings AR reader and IXL computer technology strategy</td>
<td>Small group and/or one to one</td>
<td>Tier 3 intervention Before school and after school</td>
</tr>
<tr>
<td>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</td>
<td>Based on teacher anecdotal evidence course assessments and baseline assessments, Guidance referrals and recommendations.</td>
<td>Drama and acting out choices and decisions</td>
<td>Small group and/or one to one</td>
<td>Before, during school and after school</td>
</tr>
</tbody>
</table>
Section 7: Support for Students in Temporary Housing (STH)

Directions:
- All Title I schools must complete Part A of this section.
- All Non-Title I schools must complete Part B of this section.

Supporting Students in Temporary Housing (STH)
As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor’s Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE’s website: http://schools.nyc.gov/NR/rdonlyres/8D99859A-AE04-40EA-A462-5363F87E67E9/0/FAQTitleISetAsideFY14.pdf

<table>
<thead>
<tr>
<th>Part A: FOR TITLE I SCHOOLS</th>
<th>24 students in temporary housing</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)</td>
<td></td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population.</td>
<td></td>
</tr>
</tbody>
</table>

Students in Temporary housing will receive academic interventions before and after school. STH will receive uniforms and school materials to support them with being successful and be connected to the school community. Items include backpacks, school supplies and winter coats. Students will be offered opportunities to attend after school programs geared towards supporting their academic and social-emotional needs.

<table>
<thead>
<tr>
<th>Part B: FOR NON-TITLE I SCHOOLS</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).</td>
<td></td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.</td>
<td></td>
</tr>
</tbody>
</table>
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an [STH liaison](#).
Section 8: Title I Program Information

Directions:
- All Schools must indicate their Title I status in Part 1.
- All elements of the All Title I Schools section must be completed in Part 2.
- All Targeted Assistance (TA) Schools must also complete the TA Schools Only section in Part 3.
- All Schoolwide Program (SWP) Schools must also complete the SWP Schools Only section in Part 4.
- If a required component is addressed elsewhere in this plan, you may refer to the section(s) where the response can be found.
- For additional information, visit the Title I Intranet webpage.

Part 1: Title I Status

| X | Schoolwide Program (SWP) | Targeted Assistance (TA) Schools | Non-Title I |

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.

The strategies that will be used to support having Highly Qualified Teachers with recruitment will be to identify those teachers who are multiply certified and list it as a requirement on the job posting. This approach was taken year 1 to have highly qualified teachers who are certified in SWDs and content areas.

Teacher retentions will support teachers growing on the school level and with their career goals. Each teacher will have a personal professional learning plan and will earn responsibility by demonstrating ability and capacity to lead teams.

Teacher assignments will leverage teachers to use their areas of strength to support student achievement. Teachers with demonstrated success with high needs students will be positioned to support achievement with those assignments. Teachers will be paired with mentors and collaborative teachers based on their areas of strength and areas of growth. Teacher assignments will build teacher capacity, independence, and shared practices.

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

Professional learning activities will be of high quality and will be incorporated in teacher schedules on a weekly basis. There will be opportunities for teachers to lead areas of Professional learning where they have strengths. Partnerships with York College, Urban Advantage, Buck Institute, Blue Engine, Teacher’s College, Showcase Schools, Accelerated Reader, MSQI, and izone’s Blended Learning Institute will support teachers with high quality professional learning opportunities.

Using research from Dr. Drago-Severson, Teachers College, professional learning opportunities will follow the four pillars for adult learning, Teaming, Mentoring, Collegial Inquiry and Providing Leadership roles. There will be ongoing opportunities for all staff members to engage in authentic professional learning.
These strategies for professional learning will be aligned with the QR rubrics Well Developed expectations, the Danielson Framework for teaching and M.S. 358’s mission goals.

Common planning time and intervisitiation are two professional learning activities that will ensure that content and curricula are aligned to Next Generation Learning Standards and the M.S. 358’s mission goals.

Middle School Quality Initiative will support professional learning with literacy and monitoring student progress in addition to supporting professional development for teachers aligned with discussion strategies to support student engagement.

### Part 3: TA Schools Only

#### 3a. Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

<table>
<thead>
<tr>
<th>N/A</th>
</tr>
</thead>
</table>

#### 3b. TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

<table>
<thead>
<tr>
<th>N/A</th>
</tr>
</thead>
</table>

### Part 4: SWP Schools Only

#### 4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

<table>
<thead>
<tr>
<th>N/A</th>
</tr>
</thead>
</table>

#### 4b. Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

The School Quality Committee and the instructional cabinet review the following metrics to support students learning and professional learning opportunities to support school improvement. 1. New York State ELA and Math State Exams, 2. In house Baseline and Benchmark Assessments in ELA and Math administered 3 times per year in addition to DRP (Degrees of Reading Power) data that is also administered throughout the year. 3. The school Environment
Survey 4. Professional Learning surveys. 5. Partnering with Assessment Matters also will support us with tracking mastery of Next Generation Learning Standards and promoting students to have a growth mindset. 6. The Middle School Quality Initiative will also support professional learning that is aligned to our instructional focus, "purposeful writing and passionate speaking."

Decisions will be made by the principal with the School Quality Committee serving as an advisory board to analyze multiple metrics previously listed to support the frequency and quality of assessment measures issued. The Professional learning committee will lead the professional learning in the building and collaborate with city-wide initiatives for job-embedded learning through Showcase School visits, MSQI visits, and Assessment Matters intervisititation. Professional learning in the building will be supported through teachers turn-keying information and using each other as “masters of learning” in specific areas to enhance teaching and learning practices.

4c. “Conceptual” Consolidation of Funds in SWP Schools

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes\(^1\). To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated\(^2\). **On the chart below,** indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Fund Source (i.e. Federal, State or Local)</th>
<th>Funding Amount (Refer to Galaxy for school allocation amounts)</th>
<th>Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated.</th>
<th>Column B Section Reference(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td>$192,576</td>
<td>X</td>
<td>5a, 5B,5C,5D,5E</td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>Tax Levy (FSF)</td>
<td>Local</td>
<td>$2,949,047</td>
<td>X</td>
<td>5a, 5B,5C,5D,5E</td>
</tr>
</tbody>
</table>

\(^1\) **Explanation/Background:**

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using all its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.
Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity – so long as the use of funds meets the intent and purposes of the programs from which the funds originate. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the intent and purposes of the Federal programs included in the consolidation so that the needs of the intended beneficiaries are met.

2The intent and purposes of the Federal programs indicated on the chart above (Part 4c of this section) are as follows:

- **Title I, Part A – Schoolwide Programs**: To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I Priority and Focus School Improvement Funding**: Support implementation of school improvement plans that aims to improve instruction and address the identified needs.
- **Title II, Part A**: Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A**: To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant**: Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

**Important Note**: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside**: Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent and Family Engagement Policy and aligned with student achievement goals in the school comprehensive educational plan.
- **IDEA**: To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process**: These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.
**Section 9: Parent and Family Engagement Policy and School-Parent Compact (SPC)**

*(Required for All Title I Schools)*

**Directions:** Title I schools are required to establish a Title I parent committee that will serve as the consultative and representative body for all Title I parents in the school regarding the Title I program. The Title I parent committee will participate with the School Leadership Team (SLT) in the joint review, planning, and improvement of the school's Title I program. All Title I schools are required to have a Title I Parent Representative or Parent Advisory Council Chairperson that develops a **Parent and Family Engagement Policy** in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The Parent and Family Engagement Policy should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the Parent and Family Engagement Policy that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school’s Parent and Family Engagement Policy should align with current S/CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

Your school’s Title I Parent Representative or Parent Advisory Council Chairperson is encouraged to use the sample Parent and Family Engagement and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school’s current policy.

---

### Parent and Family Engagement Policy

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **M.S. 358**, in compliance with the Section 1118 of Title I, Part A of the Elementary and Secondary School (ESSA) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school’s policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community.

### Support for Parents and Family Members of Title I Students

**M.S. 358** will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
● sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;

● providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

The school’s Parent Involvement

**Parental Involvement and School Quality**

The school’s Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school’s Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school’s Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, the school will:

● actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school’s Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school’s Title I Parent Involvement Policy and School-Parent Compact;

● engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;

● ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school’s Parent Involvement Policy and the School-Parent Compact;

● support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

● maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;

● conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents’ capacity to help their children at home;

● provide opportunities for parents to help them understand the accountability system, e.g., ESSA/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1 of each school year to advise parents of children participating in the Title I program about the school’s Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the Elementary and Secondary School Act;

- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school’s educational program and other initiatives of the Chancellor and allow parents to provide suggestions;

- translate all critical school documents and provide interpretation during meetings and events as needed;

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

### Encouraging School-Level Parental Involvement

The school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;

- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;

- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;

- supporting or hosting Family Day events;

- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children’s progress;

- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;

- providing school planners/folders for regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

### School-Parent Compact (SPC)

M.S. 358, in compliance with the Section 1118 of Title I, Part A of the Elementary and Secondary School (ESSA) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between...
the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

I. School Responsibilities: High Quality Curriculum

Provide high quality curriculum and instruction consistent with Common Core State Standards to enable participating children to meet the State’s Standards and Assessments by:

● using academic learning time efficiently;

● respecting cultural, racial and ethnic differences;

● implementing a curriculum aligned to the Common Core State Learning Standards;

● offering high quality instruction in all content areas;

● providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the Elementary and Secondary School (ESSA) Act;

I. School Responsibilities: Supporting Home-School Relationships

Support home-school relationships and improve communication by:

● conducting parent-teacher conferences each semester during which the individual child’s achievement will be discussed as well as how this Compact is related;

● convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school’s Title I status and funded programs and their right to be involved;

● arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;

● respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child’s education;

● providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;

● involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;

- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

I. School Responsibilities: Providing Parents Reasonable Access to Staff

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child’s teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child’s class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

I. School Responsibilities: Providing General Support to Parents

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child’s progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the Elementary and Secondary School Act Title I requirement for Every Student Succeeds Act (ESSA) and Title I programs;
II. Parent/Guardian Responsibilities

- monitor my child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child’s school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child’s education;
- communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department to learn more about teaching and learning strategies whenever possible;
- take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities

Student Responsibilities:

- attend school regularly and arrive on time;
• complete my homework and submit all assignments on time;
• follow the school rules and be responsible for my actions;
• show respect for myself, other people and property;
• try to resolve disagreements or conflicts peacefully;
• always try my best to learn.
Title III Supplemental Program for ELLs for the 2018-19 SY

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction**: activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
  - The Title III supplemental instructional services must be based on student need
  - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
  - Direct supplemental services should be provided for before school, after school, and Saturday programs.
  - Teachers providing the services must be certified bilingual education and/or ESL teachers.

- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
  - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.

- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
  - These are in addition to mandated activities, such as parent orientation during ELL identification process.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your Senior ELL Compliance and Performance Specialist. Any updates or revisions to this plan must be made through the iPlan portal by June 30.

### Part A: School Information

Name of School: [ ]

DBN: [ ]

This school is (check one): ☒conceptually consolidated (skip part E below) ☐NOT conceptually consolidated (must complete part E below)

### Part B: Direct Instruction Supplemental Program Information

The direct instruction component of the program will consist of (check all that apply):

- ☒ Before school
- ☒ After school
- ☒ Saturday academy

Total # of ELLs to be served: [ ]

Grades to be served by this program (check all that apply):

- ☑ K
- ☐ 1
- ☑ 2
- ☑ 3
- ☐ 4
- ☐ 5
- ☑ 6
- ☐ 7
- ☑ 8
- ☑ 9
- ☐ 10
- ☐ 11
- ☐ 12

Total # of teachers in this program: [ ]

# of certified ESL/Bilingual teachers: [ ]

# of content area teachers: [ ]
**Part B: Direct Instruction Supplemental Program Information**

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here:  

In the 2016-2017 academic year MS358Q had 27 ELLS in 6th grade and 17 ELLs in 7th grade. We provided service for 10 former ELLS in 7th grade and 3 former ELLS in 6th grade. We are expecting about 30 new ELLS students to enter the 6th grade, which will bring the total number of students we are servicing to about 90 students. We will know the exact numbers of students who tested out after taking the 2017 NYSESLAT in August of 2017. After we have this data we will know how many former and current ELLs we will service. Availability of Title III money will allow us to supplement the service we provide for our ELL population to ensure they are college ready and are making progress towards their second language acquisition. Programs will include after school homework support for ELLS in Math and ELA and specific use of technology to complete projects, many of our ELL students do not have access to technology at home. Saturday Program starting in February 2018 to support with test sophistication.

On October 2017 we will begin to offer after school academic support to all ELL students. We would like to offer a.m small group instruction for our Advanced ELL students from 7:45-8:15 a.m on Tuesday, Wednesday and Thursdays which will focus on the modalities we have assessed they need support with. after reviewing the 2017 NYSESLAT score breakdown. In addition we wan to offer after school support 2-3 days a week from 2:45-4:00 ( Specific dates TBD by ENL Dept). The ENL Department is made up 4 certified ENL teachers, one teacher is certified in Spanish and ENL, another teacher is has S.S supplementary certification and ENL and our one of our Math teachers is also dually certified in ENL and Math, two teachers are only certified in ENL K-12.

The Saturday program will support ELL students with specific strategies and essential skills that they need to succeed in ELA and Math. As a school we have have identified 6 essential skills that students need to be successful in both ELA and Math and we will focus on addressing these skills in Saturday Program.

The reason we are focusing on ELA and Math supplemental supports for Title III is based on the results of the RASP report for this academic year. According the RASP for 2016-2017 of our current 16 students who took the ELA exam 2/7 ELL & SWD students did not meet the criteria for ELA and 5/9 ELL students did not meet the criteria. This shows of all ELL students who took the 2017 ELA exam 9/16 met the criteria. Of 16 ELL students who took the 2017 Math exam 4/7 ELL & SWD and 2/9 ELL students did not meet the criteria for the Math exam. This shows that 10/16 met the criteria in Math.

According to the RASP for 6th grade of our 27 students who took the ELA exam 5/6 ENL & SWD students did not meet the criteria for ELA and 7/21. This shows 16/27 did meet the ELA criteria. In Math 3/6 ENL & SWD students and 1/21 did not meet the criteria for Math exam. This shows 23/27 did meet the criteria in Math.
### Part B: Direct Instruction Supplemental Program Information

Materials we will utilize for our supplementary programs include tablets to support with immediate access to the internet and audio components. For the 2017-2018 academic year we want to ensure we provide ELLs with more opportunities to read non-fiction magazines and we will purchase Action by Scholastic. This magazine is for a 3-5 grade reading level and costs 8.99 per student. In addition we would like to purchase a subscription of BrainPop for ELLs to use in afterschool and Saturday Program. Many teachers like to use Brainpop in class and we would like to use the ESL resource that they offer which focuses on language development. Another resource which we have found to support our ELLs is reading a-z and NewsELA. Both of these resources offer differentiated resources with vocabulary and image components that support language development.

To support independent reading after school we will purchase High Interest Low Level Books from Saddle Back Publishing which gives students the opportunity to read engaging texts at their level. We will purchase Kits that bring 40-50 books for various independent reading level ranges, the cost is $250-$350 per kit. In addition we will celebrate ELL students who are reading outside of the school day. During the 2016-2017 academic year we found High Interest Low Level books were engaging for our ELL students.

### Part C: Professional Development

Describe the school’s professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: _____

In order to support our Title III Program teachers as well as other staff responsible for the delivery of instruction to ELLs we will ensure our staff is able to attend Professional Development that addresses language development and strategies that support second language acquisition. The Queens South ELL Team offers various sessions to support all teachers. For the 2016-2017 academic the focus was supporting S.S teachers and we attended 4 sessions that allowed us to look at strategies to support ELLs in this content. Starting summer 2017 we will have ENL and non ENL teachers attending the summer sessions and we will build capacity in our school with all teachers. Some of the summer sessions are focused on scaffolds, language phases and vocabulary which align with the interest and need of our staff. Some of the teachers attending summer sessions are 2 ENL teachers, 1 Dance Teacher, 1 Math Teacher. Our goal is to have our staff understand that we are all ENL teachers. Teachers who attend external PL sessions will turn-key what they have learned with support from our ENL Coordinator, Mrs. Rodriguez.

At the end of the year we had our staff reflect on what professional development they feel they need to support ELLS and staff wanted PDs that focused on scaffolds, differentiation and vocabulary development for our ELLs. Our In-House PDs will dedicate a few sessions for these topics for all ENL teachers (4) and for teachers who expressed they needed support in these areas.

Although we did not attend any external PDs at the Center for Applied Linguistic during the 2016-2017 academic year we hope to send 2 ENL teachers to attend a PD that focuses on Developing Academic Literacy and Language in Content Areas. This PD is taking place October...
Part C: Professional Development

19-20, 2017 in Washington, DC and costs 900.00 per teacher plus lodging costs. ENL teacher who co-teach in Science and Social Studies would benefit from learning about bridging home literacy's of students to English, understanding multi-modal forms of literacy and specific strategies to make content comprehensible for ELLs.

PD FOCUS
DURATION
Month- Days
Total # of sessions
ELL Overview based on NYSESLAT
Facilitator: Rodriguez
45 minutes
Clerical day September 2017
1
SIOP model of Instruction
30
November 21, 2018
1
Focus: Scaffolds/
Meaningful Interactions (discussions)
Teachers will be grouped by Department and will identify the purpose for scaffolds for language development (types-activity, resources) or meaningful interactions
Facilitator: Rodriguez and Lewis
30
2/27/2018
3/27/2018
4/24/2018
5/22/2018
6/1/2018
Teachers will engage in focused work and will engage in intervisitations to identify and work with strategies that support ELLS and promote purposeful interactions
What is purpose of Scaffold? TOOL FOR PLANNING
- Contextualization
- Schema
- Modeling
- Text Representation
- Metacognitive Development
- Bridging

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities
Part D: Parental Engagement Activities

Begin description here: ____

Parent involvement of our ELL students is a key component to our success. In addition to the mandated activities, such as parent orientation during ELL identification process we will hold 3-4 additional meetings to support the different needs of our students. In September we will have a meeting specific for our 8th grade ELLS who will apply to high school. We have found ELL families need additional support in understanding the high school application process and understanding what schools offer ENL programs that will support their children. Another meeting in September will also address the 6th grade ENL families to ensure they know how the ENL model at MS358 works and how their children will be serviced. In addition we will focus on bringing information about our academic vocabulary program, Word Generation to our ENL families during workshops we will have during parent engagement time starting October 2017 on a bi-monthly basis until the year ends. In 2016-2017 we found many families were interested in our academic vocabulary program and we want to ensure we integrate our ENL families in this excitement around vocabulary development. One last area we want to address with ENL families is number sense in Math. With support from the Math Department we will offer a series of workshops that provide basic ideas and resources that parents can use to support their students at home with math. We will prepare ziplock baggy tools to address math in a fun engaging way that is not intimidating for the families.

We will inform parents of these activities via letters send home in their preferred language, text and phone messages and phone calls. We will ensure these communication efforts are made in a timely manner and we are available to answer questions or concerns. We would also like to understand what additional topics the parents of our ELLs want to further explore and will include those in future meetings.

Workshop Focus
Duration
Month- Days
Total # of sessions
Orientation ELL students
Facilitating: Rodriguez, Soares, Preston and Lewis
35 minutes
Parent Engagement
September 19
1
High School Application Focus for ELL Parents
Facilitating: Rodriguez, Soares, Preston and Lewis
35 minutes
Parent Engagement
November 11, 18, 21
3
Word Generation
Academic Vocabulary
Facilitating: Rodriguez
35 minutes
Parent Engagement
March 6
March 20
2
Number Sense
Facilitating” Rodriguez & Math Teacher
35 minutes
### Part D: Parental Engagement Activities

Parent Engagement
April 10
April 17
2

### Part E: Budget

**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: $____

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional salaries (schools must account for fringe benefits)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Per session</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>• Per diem</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Purchased services</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• High quality staff and curriculum development contracts.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>Supplies and materials</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Must be supplemental.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Additional curricula, instructional materials.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Must be clearly listed.</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>Educational Software (Object Code 199)</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>Travel</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>N/A/</td>
<td></td>
</tr>
</tbody>
</table>
DIRECTIONS: This submission form supports schools with organizing and describing the quantitative and qualitative information necessary for a well-conceived school-based Language Allocation Policy (LAP) that describes high quality programs for English language learners (ELL). This is a two-year plan on how schools will support ELLs’ linguistic and academic needs. This LAP form is a part of the school’s Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving the services of ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Agendas, minutes of LAP meetings, and LAP team members’ attendance at meetings should be kept readily available on file in the school. When preparing your school’s submission, provide extended responses in the available spaces. For additional information, refer to the English Language Learner Policy & Reference Guide.

### Part I: School ELL Profile

#### A. School Information

<table>
<thead>
<tr>
<th>District</th>
<th>Borough</th>
<th>School Name</th>
<th>School Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>28</td>
<td>Queens</td>
<td>M.S. 358</td>
<td>358</td>
</tr>
</tbody>
</table>

#### B. Language Allocation Policy Team Composition

**NOTE:** The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ENL teacher, and one parent.

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>Brendan T. Mims</td>
</tr>
<tr>
<td>Assistant Principal</td>
<td>Naviha Paz</td>
</tr>
<tr>
<td>Coach</td>
<td>Jeanette Brand</td>
</tr>
<tr>
<td>Coach</td>
<td>Jeanette Brand</td>
</tr>
<tr>
<td>ENL (English as a New Language)/Bilingual Teacher</td>
<td>Jacqueline Rodriguez</td>
</tr>
<tr>
<td>School Counselor</td>
<td>Karen Rattner</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>Sonia Kendall/ELA</td>
</tr>
<tr>
<td>Parent</td>
<td>Marie Ajax</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>Susanna Soares/ENL</td>
</tr>
<tr>
<td>Parent Coordinator</td>
<td>Sharon Mitchell</td>
</tr>
<tr>
<td>Related-Service Provider</td>
<td>type here</td>
</tr>
<tr>
<td>Field Support Center Staff Member</td>
<td>type here</td>
</tr>
<tr>
<td>Superintendent</td>
<td>Mabel Sarduy</td>
</tr>
<tr>
<td>Other (Name and Title)</td>
<td>type here</td>
</tr>
</tbody>
</table>

#### C. Teacher Qualifications

Provide a report of all staff members’ certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

<table>
<thead>
<tr>
<th>Certification Category</th>
<th>Number of Staff Members</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of certified ENL teachers currently teaching in the ENL program</td>
<td>2</td>
</tr>
<tr>
<td>Number of certified bilingual teachers not currently teaching in a bilingual program</td>
<td>0</td>
</tr>
<tr>
<td>Number of teachers who hold both content area/common branch and TESOL certification</td>
<td>0</td>
</tr>
<tr>
<td>Number of certified bilingual teachers currently teaching in a bilingual program</td>
<td>0</td>
</tr>
<tr>
<td>Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs (applicable to grades 7–12)</td>
<td>0</td>
</tr>
<tr>
<td>Number of teachers who hold both a bilingual extension and TESOL certification</td>
<td>0</td>
</tr>
<tr>
<td>Number of certified ENL teachers not currently teaching in the ENL program</td>
<td>0</td>
</tr>
<tr>
<td>Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification (applicable to grades K–6)</td>
<td>0</td>
</tr>
<tr>
<td>Number of special education teachers with bilingual extensions</td>
<td>0</td>
</tr>
</tbody>
</table>

#### D. Student Demographics

<table>
<thead>
<tr>
<th>Description</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total number of students in school (excluding pre-K)</td>
<td>393</td>
</tr>
<tr>
<td>Total number of ELLs</td>
<td>77</td>
</tr>
<tr>
<td>ELLs as share of total student population (%)</td>
<td>19.59%</td>
</tr>
</tbody>
</table>
Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs)
Check all that apply

<table>
<thead>
<tr>
<th>Grade</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td>TBE</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>TBE</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>TBE</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>DL</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>DL</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>DL</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

This school offers (check all that apply):

- Transitional bilingual education program (TBE)
  - Yes ☐ No ☒
  - If yes, indicate language(s):

- Dual language program (DL)
  - Yes ☐ No ☒
  - If yes, indicate language(s):

- Freestanding ENL
  - Yes ☒ No ☐

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. TBE=transitional bilingual education; DL=dual language.

Part III: Assessment Analysis

After reviewing and analyzing the assessment data, answer the following:

1. What formative assessments or curriculum-embedded assessments (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments) are being used to guide instructional planning for your ELLs?

   In order to determine the literacy skills of our ELLs we use the W.R.A.P and plan on using the Gates-MacGinite reading and vocabulary assessment. The W.R.A.P provides the independent, instructional and frustration grade reading level of each student. The Gates-MacGinite provides a reading grade level which is calculated by assessing reading comprehension and vocabulary.

   Currently we are also using blended learning programs to get deeper understanding of literacy levels of non-fiction reading. The DRP assessment will provide a DRP score and range of lexile levels of our ELLs. This data is shared with all teachers and allows teachers to plan instruction that is comprehensible for the ELL students.

2. What structures do you have in place to support this effort?
Our baseline, and benchmark assessments support the monitoring of ELLs progress throughout the school year. Our data meetings with the data specialist will also support our instructional planning. Each unit has a pre and post assessment which will allow teachers to design assessments and use data to inform instruction.

3. What summative assessments or baseline/benchmark assessments (e.g., NYC performance Tasks, Performance Series, ELL Periodic Assessment, HLA Assessment) are being used to identify baseline, progress and areas of need?
Currently our ELL students are assessed 3 times per year with in house school wide assessments that are administered 3 times a year. For the 2017-2018 we hope to also identify the NYC DOE ELL Periodic Assessment as a tool that can provide data about language development progress.

4. What structures do you have in place to address interventions once the summative data has been gathered?
Our baseline, and benchmark assessments support the monitoring of ELLs progress throughout the school year. Our data meetings with the data specialist will also support our instructional planning. Each unit has a pre and post assessment which will allow teachers to design assessments and use data to inform instruction.

5. How does your school use data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS) section and RtI Guide for Teachers of ELLs.] N/A

6. What outcome assessments (e.g., NYSELAT, ELA, Math, Regents) data are used to evaluate and inform your ELL programs? ([Refer to the ELL Data Analysis Tool and RLAT from ATS].
According to the NYSESLAT and NYSITELL scores of 2016 our current 6th and 7th grade ELL students had the most difficulty with writing, next reading and lastly listening and speaking. This reveals we need to provide ample opportunities for students to write and connect speaking and listening as they are developing English in all classes.

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs?
The data specialist, ENL coordinator and teacher teams meet quarterly after each marking period to make adjustments to increase student achievement. Our professional learning structures will support teachers practices to support ELL students with having access to learning. Teachers will be support with providing scaffolds, and differentiation to meet students needs. Our inquiry teams will identify the scaffolds and teaching strategies that are leading to the biggest gains in ELL achievement. These strategies will be shared via an ENL department newsletter to the staff.

Part IV: ELL Programming

Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
   a. Freestanding ENL program.
      For the 2017-2018 academic school year all ELLs are across the sixth and eight grades. All of our ELLs (all levels) except those who are recommended to be in an ICT (class 631, 731, 831) setting are grouped in one class (class 603, 703, 803). Currently we have 6 ELLs in the self-contained, students with disabilities class (791) 5 ELLs in the self contained, students with disabilities class (891), and we are projected to have 4 ELLs in our (691). Our commanding ELLs are in our ELL class (class 603). For the 2017-2018 school year we will not have a stand alone model and will only offer an integrated model. Students are grouped by their English language proficiency evidenced by their NYSESLAT and NYSITELL scores in addition to assessments given by the ENL Coordinator and school assessments.
b. TBE program. *If applicable.*
   Paste response to questions here:

c. DL program. *If applicable.*
   Paste response to questions here:

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
   a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

   At MS 358 we ensure all students are getting the mandated instructional ESL minutes by in August while programming students reviewing the proficiency levels of each ELL student and each student who has tested Commanding in the latest NYSESLAT exam. We refer to the new Implementations of CR Part154 ENL/ESL units table which indicates how many units and in what setting each ELL will receive their instructional minutes for grades K-8. We currently have one ESL provider (ENL Coordinator) who is a part of the integrated program. According to need (Entering, Emerging, Transitioning, Expanding and Commanding) the teacher will support students by providing the following:

   Entering: 3 units of study per week (540 min) – 1 unit of Stand Alone ENL, 1 unit of Integrated ENL, 1 unit of Flexibility ENL
   Emerging: 2 units of study per week (360 min) – .5 unit of Stand Alone ENL, 1 unit of Integrated ENL, .5 unit of Flexibility ENL
   Transitioning: 1 unit of study per week (180 min) – No Stand Alone ENL, .5 unit of Integrated ENL, .5 unit of Flexibility ENL
   Expanding: 1 unit of study per week (180 min) – No Stand Alone ENL, 1 unit of Integrated ENL, No Flexibility ENL
   Commanding: .5 of Flexibility ENL ONLY

3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

   Our Model is an ESL integrated push-in model in ELA and other content areas. Students who are entering and emerging receive ESL pullout services. Content core is delivered by ensuring collaboration between the ELA teachers and ENL teacher. A similar approach is taken for other content area teachers such as Social Studies, Science and Math. The approach to this model is supported by the S.I.O.P model which allows to make content comprehensible. The ENL Coordinator collaborates and plans directly with all teachers who service ELL students, modifying lessons and/or supporting students with additional classroom resources. Students are trained by the ENL Coordinator and other teachers to use glossaries, a thesaurus, dictionary and electronic supports in class. Students follow the CCLS and are exposed to various skills by both the ENL Coordinator and their content area teachers which are used when reading text.

4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

   For ensuring that ELLs are evaluated in their home language throughout the year we will use support from the BFSC to support us with this process.

5. How do you differentiate instruction for each of the following ELL subgroups?
   a. SIFE
   b. Newcomer
   c. Developing
   d. Long Term
   e. Former ELLs up to two years after exiting ELL status

   ESL teachers will work with content teachers to differentiate instruction by providing techniques and strategies to make content comprehensible for all of our subgroups (SIFE, newcomer, Developing, Long term ELLs and Commanding ELLs. Common planning time with ESL and content teachers will allow us to differentiate for all the needs of our ELLs. a. Currently we have no SIFE students.
b. All Ells are provided with the Common Core Learning Standard instruction in both content and literacy areas.

- The language arts instructional component is delivered using instruction in English with the use of ENL methodologies.
- Instruction is differentiated for beginner, intermediate, and advanced students with the use of scaffolding, extensive modeling, and other ESL strategies. These strategies may include activating prior knowledge, building new experiences, using visuals and vocabulary enrichment.
- Teachers scaffold at different levels during reading/writing workshop.
- Teachers provide support by pairing entering/emerging students with buddies who speak the same language or help them learn English through interpersonal communication. Students will also be targeted for after school programs.
- Students who exit from the ESL program receive additional support, up to and including, 2 years beyond their date of departure. They will part of a transition program that will help them maintain proficiency in the English language.
- They will also continue to received testing modifications as needed with additional state approved testing supports.

c. Our long term plan for ELLs receiving services for approximately 6 years is the same as above. These students participate in Inquiry Team groups and receive individualized/small group instruction by classroom, after school programs and ENL teachers.

d. Although we are currently a single grade school, we will expand adding 7th and 8th grades. Students will not be offered 6 years of continuous ELL service at our school as we only will have 3 grades.

e. Our plan for former ELLs is to provide students with differentiated instruction with the use of scaffolding techniques and ENL methodologies. The students receive guided reading and strategy lessons in order to continue improving reading and writing skills. They will also continue to received testing modifications as needed with additional state approved testing supports.

6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

Instructional strategies we are incorporating into our practice at M.S358 to provide access to academic content areas and accelerate English language development are meeting the students needs by scaffolding. Through scaffolding our ELL students will better understand more complex texts and will understand content. Examples of scaffolds we are using are learning targets which allow students to know exactly what they are learning and how they will demonstrate what they have learned. In addition we read-aloud readings in order to support students who are still not fluent readers. We also provide vocabulary words on handouts that are related to the material being covered in specific units. Sentence frames and starters are also used to support with speaking and writing in all classes. In addition in ELA we are grouping students with purpose, conferencing with them about their reading and writing, modeling reading strategies and writing.

ELL students with disabilities whose IEP recommend ESL or bilingual instruction are provided with an instructional plan which adheres to the IEP mandates. Short and long term goals are developed and provided to all teachers that support students. In addition to content area classrooms, our pull-out model classrooms solely used to support the needs of ELL students will be well equipped with listening centers, leveled libraries, differentiated instruction workbooks as well as computers with software and programs that will support student learning according to skill and age. Students will also work in small groups and be provided with scaffolding techniques at different levels as well as extensive modeling. Language Acquisition Checklists will be used to support the delivery of content area instruction as well as language development. Codex, Achieve 3000, Think Cerca and Reading and Writing units includes skills such as: reading comprehension, retelling of a story using key details, main idea, graphic organizers, writing about reading, the sequence of a story and character development among other reading skills that support comprehension development.

Students are assessed in reading and writing using the performance-based assessments however, ELL students will also receive modifications to these assessments (ex. Format, time to respond, alternate modes of answering) to support the evaluation of skill mastery. After the data has been analyzed students are grouped for guided reading, and small group instruction in order to individualize instruction to improve their reading levels.

All teachers use the promethean board in order to promote students active participation. Services in ESL are provided according to CR-Part 154 based on NYSITELL and NYSESLAT scores through the push-in model during content area instruction in order to accelerate English language development. ESL-SWDs teachers develop Tier II vocabulary and sentence structure.
7. How does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

M.S358 uses curricular, instructional, and scheduling flexibility to enable ELL-SWDs achieve their IEP goals and attain English proficiency with the least restrictive environment by having an ICT class in which students have two teachers for ELA and Math. ELL-SWDs are grouped in a class which has students who are not classified as SWDs. MS 358 differentiates instruction, adapts curriculum and uses a flexible schedule to meet the needs of ELL-SWDs within the least restrictive environment by also letting students travel to various content area teachers. While in class, students are given additional supports through the push-in/pull-out model. ELL-SWD students are also given preference to afterschool programs that will promote reading comprehension and language acquisition through the use of programs such as Achieve 3000. A thorough review of IEP’s in addition to classroom observations are used to determine which setting best supports the students' needs.

8. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

M.S. 358 will use supports for intervention before the school day, during the school day and after school. Targeted intervention will support ELLs who demonstrate that they need more support in the content areas of Math, Social Studies, and Science. During lunch periods there are opportunities for students to receive intervention and during 8th period for Advisory and Talent. Students will also have opportunities before school and after school for other interventions. The Citizen Science Program will support us with STEM instruction for ELLS in math and science afterschool.

Additionally, MS 358 will follow the steps of our RTI (Response To Intervention) support which is aimed at closing the achievement gap for our at risk learners. Entering/Emerging ELLs receive support developing their oral language through shared reading and through language experience approaches. Students develop concept vocabulary through authentic experiences and the use of Achieve 3000 which allows for each student to have text read to them and provides them the opportunity to expand their vocabulary exposure.

Expanding and Transitioning ELLs receive targeted literacy/language support in the classroom by the classroom teachers, ESL teachers, and the afterschool Citizen Science program teachers. This intervention support consists of a variety of supports included shared reading opportunities, oral language development, guided reading, shared writing, and interactive writing. Students are taught individually and in small groups. In addition to the support from teachers, students work collaboratively with students who are more proficient in the English language. Students also have access to the online program Achieve 3000. Students access the program both in school and at home.

English language learners who continue to need more intensive support in literacy (students who are a year or more below grade level) receive Tier II instruction by either an ESL teacher or RTI classroom level team member. The RtI team members consists of: The principal, ENL Coordinator, ESL teachers, Guidance Counselor, ELA Teacher and IEP teacher. Students who do not make sufficient progress in Tier II as demonstrated by observations, interim assessment and ongoing formative assessment enter into Tier III.

9. Based on data and trends, what new programs or improvements will be considered for the upcoming school year?

For this academic school year we are considering a S.T.E.M program for ELLs which we have applied for, a study seminar afterschool program and a Saturday ESL/Literacy Academy program.

10. If you had a bilingual program, what was the reason you closed it?

M.S358 is a new school and we don’t have any programs to discontinue; our goal is to be able to include future programs that will support student need. Should we need to discontinue a program, it would be as a result of not having enough students that mandate the service and/or we find that the service does not support a least restrictive environment and restricts students’ learning.
11. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

All ELLs will be informed of all afterschool programs as we begin to develop them. We plan offering a S.T.E.M ESL program, a study seminar program to begin in December and Saturday/ESL Literacy to begin in February. We also offer extracurricular activities such as soccer, basketball and dance as part of the afterschool program. Information letters will not only be sent in the parents’ preferred language, but will be individualized and given to students dependent upon their need. MS 358 is committed to ensuring that ELL students are provided opportunities to achieve the same educational goals and standards as the general education population. Intensive content area language instruction is provided through ESL methodologies and strategies within the Codex and CMP3 Math curriculum, which includes scaffolding instruction for ELLs. The instruction for all programs is provided in a small group setting, teachers plan together to insure that instruction is differentiated. Teachers will use checklists, extensive modeling and other ESL strategies to drive content area instruction as well as language development. Skills such as retelling of the story, compare and contrast, summarizing questioning, predicting and main idea are practiced through such instruction.

The teachers working in the literacy, math and ESL after school program will provide systematic, strategic and intensive instruction in phonological and phonemic awareness, phonics, vocabulary, comprehension, fluency and writing. The after school math program incorporates vocabulary development through the introduction and use of mathematical sight words and terminology. Oral language development is enhanced through the practice of problem solving and the sharing of strategies used to solve math questions. Reading and writing skills will also be improved as students strategize and solve problems based on the Common Core State Standards. The goals of this program is to increase problem solving skills, collecting math data to provide more small group partner work, increasing higher order thinking skills through the use of read aloud with accountable talk and problem solving. This will help support language acquisition and proficiency.

The use of laptops with visual clues to help students understand and interpret word problems through interactive promethean boards. Laptops for the students are used to enhance ESL instruction and serve as a resource for ELL’s to support translation and integration of skills needed to decipher through language.

12. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.

Currently we have a laptop cart which all of our ELLS are using during ELA Excellence and Technology. In addition students are participating in blended learning by participating in Achieve 3000 and ThinkCerca. Both programs along with instruction support students in reading non-fiction texts at their level, individualized. The features of the program include audio reading and vocabulary supports which benefit our ELLs as they are developing academic English. Teachers also use promethean boards to aid in the teaching of math, reading, writing, social studies, science and language modeling. Activities are provided to ensure that students experience assistance with their ability in developing mastery. Students will also receive resources in their preferred language in addition to those in the English language to support with acquisition of language. Textbooks, workbooks and translators are used and provided to students to be able to use while in class.

13. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?

Home language support is provided in Science and Social studies by allowing students who speak Spanish and are ELLs to utilize the curriculum (texts) in Spanish.

14. Explain how the school ensures all required services/resources support and correspond to ELLs’ ages and grade levels.

In order to ensure all required services/resources support and correspond to ELLs age and grade level the ENL coordinator is in constant communication with administration about the needs of our current ELLs. Required services and supports correspond to ELL’s grade and age levels which is determined by the ENL Coordinator who works closely in the selection of materials and the modification of lessons to support their needs. Services and resources are adapted for ELL/SWD students, while still being appropriate with their cognitive needs as the curriculum that is used is set to meet the needs of incoming 6th graders. Scaffolds are included in the curriculum which support those students who need additional support. Teachers work together to also develop teacher made materials that will promote learning and help in the acquisition of language for our students.
15. If your school shares a building (collocation), how do you share resources and/or coordinate efforts to ensure that all of the ELLs’ needs (academic, linguistic, socioemotional) are met?

Currently we have a laptop cart which all of our ELLs are using during ELA Excellence and Technology. In addition students are participating in blended learning by participating in Achieve 3000 and ThinkCerca. Both programs along with instruction support students in reading non-fiction texts at their level, individualized. The features of the program include audio reading and vocabulary supports which benefit our ELLs as they are developing academic English. Teachers also use promethean boards to aid in the teaching of math, reading, writing, social studies, science and language modeling. Activities are provided to ensure that students experience assistance with their ability in developing mastery. Students will also receive resources in their preferred language in addition to those in the English language to support with acquisition of language. Textbooks, workbooks and translators are used and provided to students to be able to use while in class.

16. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

For future new ELLs that are enrolled in our school we plan on having a buddy system where a student who speaks the same home language can support them as they transition into our school. Currently we don’t have a partner coordinator but when we do have one that person in collaboration with the ENL coordinator will ensure the student and family get integrated into the school by inviting them to all functions and ELL parent meetings. In addition we new ELLs will be placed in an advisory group that has students who have been new to the country and can support them as they enter our school. As a new school with only one grade we are still developing activities that ensure all of our ELLs feel they are part of our community.

17. What language electives are offered to ELLs?

Currently no languages are being offered at M.S358.

18. For schools with dual language programs:

   a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) ELLs are integrated.

   b. In which language(s) is each core content area taught?

   c. How is each language separated for instruction?

   d. Is emergent literacy taught in the child’s home language first (sequential), or are both languages taught at the same time (simultaneous)?

   N/A

---

**Professional Development and Support for School Staff**

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs and non-pedagogic staff.) What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

For the 2015-2016 academic school year our professional development plan for all ELL personnel in the school is to cover topics in which teachers have expressed interest that will support their teaching practice for ELLs. Topics of interest include, Scaffolding Techniques, Supplemental Materials, Vocabulary Instruction, Common Core and ELLs, Writing for ELLs S.I.O.P., Academic Vocabulary Acquisition (York College). We have professional development scheduled with our programs which include Achieve 3000, the Leader In Me, ThinkCerca, Codex, CMP3 and will send Teachers in all content areas, Guidance Counselors, Teachers, the Instructional Coach and ENL Coordinator to various professional development workshops as offered by the New York City Dept of Education.

As a new school M.S358 will be looking at the PD opportunities offered by the Office of English Language Learners that are focused on Common Core Learning Standards. Professional Development for teachers instructional coach, paraprofessionals, guidance counselors, special education teachers, psychologists, speech therapists, and staff responsible for the delivery of
instruction and services to English Language Learners are conducted throughout the school year. Records of meetings are maintained by sign-in sheets and agendas. The following professional development is offered to teachers of ELLs in supporting ELLs as they engage in the Common Core Learning Standards:

ESL methodology and strategies.
Language Acquisition Stages and checklist.
ESL methodology and strategies using the Codex curriculum.
Differentiated instruction to meet the individual needs of ELLs. (Focus on oral language development for beginners and intermediates.)
Providing ELL readers with the support they need to take the ELA, NYSESLAT, and Math exams.
Scaffolding and instructional strategies for teaching ELLs in all content areas.
Study groups will be conducted specific to the needs of ELL’s focusing on differentiating strategies to implement during Codex and CMP3.
In-house Professional Development for new and experienced teachers consists of Codex and writing workshop, Charlotte Danielson Framework for Teaching, ELA performance task, Data from ELA and Math assessment.

The administration ensures that all staff receives hours of ELL training during staff development days, in-house differentiated professional development, and common prep times. Differentiation of Instruction for ESL students is an in-house ELL training workshop presented by the ENL Coordinator. All teachers at MS358 have been provided with resource materials that they have been using for their classroom instruction.

2. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to ELL Policy and Reference Guide, Professional Development section.

In order to orient our staff regarding the transition of ELLs from elementary to middle school the ENL coordinator shares information about the program the ELLs were enrolled in elementary school, the years of ELL service each student has received and the current proficiency level of each student. Both the Guidance Counselor and ENL Coordinator work together and attend professional development opportunities offered in order to support the transition of students from Middle School to High School. The ENL Coordinator, Guidance Counselor and Instructional Coach will also be provided time in order to prepare for incoming and outgoing ELL students during both transitions of coming in and leaving the school.

M.S 358 meets the professional development hours required by making sure 15% of the total hours for non ENL teachers and 50% total hours for the ESL are focused on improving instruction to support our ELLs. Records of attendance and agendas are kept by our ENL coordinator, Mrs. Rodriguez.

**Parental Involvement**

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

Annual individual meetings with parents of ELLs to discuss the goals of our program will be arranged by the ENL coordinator and will happen on Tuesdays during family engagement time. Parents who can not meet on Tuesdays will be accommodated to have phone conversations or to meet at different times. For parents who don’t speak English arrangements will be made with the Translation and Interpretation Unit to provide interpretation and translation.
2. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Answer to #2 Records for annual individual meeting will be kept by the ENL coordinator and the Instructional Coach in the ENL compliance binder. Parents will be accommodated to ensure they can attend the annual individual meeting. Outreach to schedule meetings will be done with enough time to give parents advance notice and parents who are not reached via phone will receive a letter asking them to share a convenient time for their meeting. Translation services will be provided through the use of a community substitute teacher and/or the use of the translations serviced department to ensure that parents receive information in the language of preference.

Answer to #3 - In addition to the individual meeting parents of ELLs will be invited to an orientation meeting in October that reviews the ELL program we are offering at M.S358. At the meeting we will make sure to get the parents contact info to ensure they can get important updates pertaining to their children. In December we will hold a multicultural potluck in which parents of ELLs and students can share and celebrate each other’s culture. In February we will have a game night in which we play different board games and share games that are played in each country represented by our ELL students. For the remainder of the year we will review the needs and interests of the parents to hold more activities. Although we currently do not have a parent coordinator, their role would be to work with the ENL Coordinator, ESL Teachers and Instructional Coach to determine days in which translation services are needed and/or to support with the translation of various documents that must be sent to parents.

Additional Information

Include any additional information that would be relevant to your LAP and would further explain and highlight your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

Paste response here:
Part V: ELL Identification Attestation

Principal Certification

In accordance with New York State’s Commissioner’s Regulations Part 154 as outlined and implemented in the New York City’s ELL Policy and Reference Guide, I, Brendan Mims, testify that the following ELL identification procedures and activities are adhered to and staff are trained on the following:

1. The ELL Identification Process is completed for each student within 10 school days of enrollment (20 school days for students entering with IEPs).
2. Enrollment status of each newly admitted student is determined
   a. If student has been in NYS public schools within past 2 years, our school contacts previous school to obtain ELL status relevant assessment scores, and proficiency level.
3. The home language of the student is determined by a trained and licensed pedagogue.
   a. The parent completes the Home Language Identification Survey in the parent’s preferred language; translation services are provided by a bilingual staff member, the DOE’s over-the-phone translation services, or an alternative, high quality translation service.
4. Eligibility for the NYSITELL is determined.
   a. If the newly enrolled student is entering with an IEP, the school’s Language Proficiency Team (LPT) recommends eligibility to the principal, who obtains final approval from the superintendent.
5. Student is administered the NYSITELL, if eligible.
6. Parent notification letters are sent to the parent in the parent’s preferred language.
   a. Parent is notified of their child’s ELL status.
7. If the student is identified as an ELL and the student’s home language is Spanish, the student is administered the Spanish LAB.
9. If student is an ELL, parent is invited to the parent orientation meeting.
   a. Parent orientation meeting provides parents with an explanation of each ELL program models offered in NYC; the parent video describing the three programs is presented (in parent’s preferred language); parents are encouraged to ask questions so that they are informed about all ELL programs; translation and interpretation services are provided throughout the meeting.
10. ELL is placed in the ELL program that the parent selected.
   a. If the ELL program that the parent selected is not available, the parent is offered a transfer to a school with that program in accordance with DOE transfer policies.
   b. If the ELL remains in the school, the ELL is placed in English as a new language and our school keeps track of parent choice so that when minimum thresholds are met, we can open the ELL program of choice.
11. Parents are notified that they have 45 days to appeal the ELL status of their child (ELL Reidentification Process).
12. If the ELL Reidentification Process is implemented for any student, the principal reviews the decision of any student whose ELL status was changed because of the ELL Reidentification Process within 6 to 12 months.
## Part VI: LAP Assurances

<table>
<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brendan Mims</td>
<td>Principal</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td></td>
<td>Assistant Principal</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td></td>
<td>Parent Coordinator</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Jacqueline Rodriguez</td>
<td>ENL/Bilingual Teacher</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td></td>
<td>Parent</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Sonia Kendall</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Rachel Jiang</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Naviha Ponce Paz</td>
<td>Coach</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td></td>
<td>Coach</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Karen Ratner</td>
<td>School Counselor</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td></td>
<td>Superintendent</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td></td>
<td>Field Support Center Staff Member</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td></td>
<td>Other</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td></td>
<td>Other</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td></td>
<td>Other</td>
<td></td>
<td>1/1/01</td>
</tr>
</tbody>
</table>
**2018-2019 LANGUAGE TRANSLATION AND INTERPRETATION PLAN FOR PARENTS**

**Requirement under Chancellor’s Regulations A663 for all schools**

---

**DBN:** 28Q358  
**School Name:** MS 358  
**Superintendent:** Sarduy

The principal has designated the following staff member as the primary Language Access Coordinator (LAC) in Galaxy. If there is more than one LAC, list all.

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Title</th>
<th>Has the LAC attended a 2018-19 training conducted by the Field Language Access Coordinator? Yes/No</th>
<th>The LAC was involved in the development of this plan? Yes/No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jacqueline</td>
<td>Rodriguez</td>
<td>ENL Coordinator</td>
<td>NO</td>
<td>Yes</td>
</tr>
</tbody>
</table>

* The Field Language Access Coordinator and Translations & Interpretation Unit will communicate with the LACs on translation, interpretation, compliance and budget.

**School Goal:** To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child’s education ([Chancellor’s Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents that cannot communicate in English (not just parents of ELL students).

**Part A: Identification and Assessment of Parents that Cannot Communicate in English**

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from:
   - Part III of the Home Language Identification Survey (HLIS)
   - Automate The System (ATS) reports
   - Student Emergency Contact cards
   - Surveys conducted by your school.

In order to assess language preferences of our parents for both written and oral communication we will look at the Home Language Survey for newly identified ELLs and student emergency cards that all students provide. In addition, advisory teachers will collect information using the Advisory 2018-2019 Spreadsheet which lists advisory students and their specific advisory teacher. The spreadsheet will include a column that specifically asks the preferred language of the family member both orally and written. This will be updated by advisory teachers on an ongoing basis and will be a tool to plan how to best support all parents with all communications. The spreadsheet will be shared with all staff members via a Google Document.
2. List parents’ preferred languages for both written and oral communication. List ALL languages, including English, which are represented in your school community. This information can be found in the Parent’s Preferred Language Report (RCPL) ATS report.

<table>
<thead>
<tr>
<th>Language</th>
<th>Written Preferred</th>
<th>Percent Written</th>
<th>Oral Preferred</th>
<th>Percent Oral</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>301</td>
<td>40.24</td>
<td>295</td>
<td>39.44</td>
</tr>
<tr>
<td>Bengali</td>
<td>96</td>
<td>12.83</td>
<td>101</td>
<td>13.5</td>
</tr>
<tr>
<td>Spanish</td>
<td>159</td>
<td>43</td>
<td>160</td>
<td>43.5</td>
</tr>
<tr>
<td>Arabic</td>
<td>6</td>
<td>.8</td>
<td>5</td>
<td>.67</td>
</tr>
<tr>
<td>Haitian Creole</td>
<td>2</td>
<td>.27</td>
<td>2</td>
<td>.27</td>
</tr>
<tr>
<td>Mandarin</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>.27</td>
</tr>
<tr>
<td>PASHTO</td>
<td>2</td>
<td>.27</td>
<td>2</td>
<td>.27</td>
</tr>
<tr>
<td>PUNJABI</td>
<td>3</td>
<td>.4</td>
<td>3</td>
<td>.4</td>
</tr>
</tbody>
</table>

3. From the list of parents’ preferred languages provided in the previous question, list any languages that represent at least a 10% population (minimum 20 families) of your school or more (excluding Arabic, Bengali, Chinese, English, French, Haitian Creole, Korean, Russian, Spanish and Urdu). If this is not applicable to your school please write N/A.

There is no language that represents at least 10% population of MS358Q excluding the currently preferred languages (Bengali, Spanish).

Part B: Communications Calendar & Language Services

1. List the documents your school typically disseminates every year that require translation, roughly when they will be distributed to families, and plans to translate the documents.

<table>
<thead>
<tr>
<th>Document Name</th>
<th>Month/Frequency Distributed to Families</th>
<th>How do you plan to translate? Include procedures to ensure timely provision of translated documents to parents.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent Coordinator Newsletter</td>
<td>September- June</td>
<td>The newsletter is generated by the last Tuesday of the month, the document is translated by the last Friday of the month, the newsletter is printed on the opposite side of the monthly school calendar and is printed to be backpacked home and emailed to all parents.</td>
</tr>
<tr>
<td>Critical Information</td>
<td>September- June</td>
<td>Critical information will be generated by Thursday one month prior to the event, the critical information document will be translated by three weeks prior to the event, The document will be issued two weeks prior to the event, and redistributed</td>
</tr>
</tbody>
</table>
one week before the event. In the case of emergency communication translation will be done by 2:00pm the day the information needs to be communicated.

The PTA will coordinate with the Parent Coordinator and the Language Access Team to translate PTA communication (events at schools, workshops for parents) two weeks in advance prior to an event. In the case of emergency communication translation will be done by 2:00pm the day the information needs to be communicated.

<table>
<thead>
<tr>
<th>Meeting Name</th>
<th>Month/Frequency of Meetings</th>
<th>How does your school plan to provide interpretation service(s)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Back to School Night</td>
<td>September</td>
<td>Translation devices during meetings for languages we can translate at school and over the phone translation for parents who don't speak the languages we can't translate at school.</td>
</tr>
<tr>
<td>Student-Led Conferences</td>
<td>January and June</td>
<td>Translation devices during meetings for languages we can translate at school and over the phone translation for parents who don't speak the languages we can't translate at school.</td>
</tr>
<tr>
<td>English Language Learners Parent meeting and Parent Theme nights</td>
<td>October, December, February, and April</td>
<td>Translation devices during meetings for languages we can translate at school and over the phone translation for parents who don't speak the languages we can't translate at school.</td>
</tr>
<tr>
<td>IEP meetings and important documents</td>
<td>September- June</td>
<td>Translation devices during meetings for languages we can translate at school and over the phone translation for parents who don't speak the languages we can't translate at school.</td>
</tr>
<tr>
<td>Open House Nights Magnet School Information</td>
<td>October, November &amp; June yearly</td>
<td>Translation devices during meetings for languages we can translate at school and over the phone translation for parents who don't speak the languages we can't translate at school.</td>
</tr>
</tbody>
</table>
3. Describe your school’s communication strategy to reach families that cannot communicate in English in the event of a school emergency.

In the case of emergency the Language Access Coordinator, Mrs. Rodriguez will meet with the LAC team which is made up of Parent Coordinator, Community Associate, School Aide, Paraprofessionals (who speak Spanish and Bengali) and administration to look at the list we have of parents who prefer to communicate in another language other than English and we will ensure we call these parents in the language they prefer to inform them of the emergency. We also use phone message (text) service available in Spanish and Bengali. If our staff members don’t speak a language that parents prefer to speak, we ensure we use the Translation and Interpretation Service for in-person and over the phone conversations.

Part C: Training Staff on Policies and Procedure

Describe how your school will ensure that all staff members are aware of the goal of Chancellor’s Regulation A-663 and what resources are available to meet compliance.

MS358 will ensure staff members are aware of the goal of Chancellor’s Regulation A-663 and what resources are available by including this information in the Staff Handbook for the 2018-2019 academic year. In addition, during Parent Engagement time LAC and Parent Coordinator will support staff to ensure they know what resources are available in the school and outside of the school to support with communicating with parents who do not speak English. One resource we found that was especially beneficial for our staff was the Translation and Interpretation Service.

Part D: Providing Notice of Language Assistance Services

Describe how your school will make parents that cannot communicate in English aware of their right to receive information. Include any:

- Translated signage
- Brochures/flyers/letters shared with parents
- Any parent engagement events where this is expressed (i.e. PTA meetings, international parent’s night, etc..)

At MS358Q we make sure parents know about their translation and interpretation rights by having the Welcome Signage in the office in all languages, providing the incoming 6th grade families a copy of the parents bill of rights, ensuring we translate flyers, information about meetings and any other activities in the preferred language of the families of our school community. We have translation equipment that we use at PTA meetings and other events to ensure that parents have access to information in the language of their choice. The staff also uses the translation services provided by the New York City Department of Education to support phone conferences with parents who cannot make it to the school.

Part E: Monitoring Provision of Language Services

Describe mechanisms your school will use to gather feedback from parents that cannot communicate in English on the language services they receive. How has your school implemented the feedback to improve language services?
One important mechanism we have used is speaking one to one with parents who we know are limited-English-proficient and informing them that they can call the school and we will ensure we can communicate in their preferred language. The LAC Team supports with language services of specific families. For the 2018-2019 we plan on getting to know our 6th grade families to ensure we can provide the same language support as they become members of the MS358Q family.

Our school has implemented the feedback by ensuring we have office staff that speaks Bengali and Spanish and following up with phone calls in the language parents are comfortable. We gather feedback about limited English proficient parents and the language services they receive by having parents complete digital surveys throughout the year, during Back to School Night and Parent Teacher Conferences. If our staff members don't speak a language that parents prefer to speak, we ensure we us the Translation and Interpretation Service for in-person and over the phone conversations.